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Professional Development for Student Employees of Color

Monica Duran
meduran2@dons.usfca.edu

The University of San Francisco

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Monica Duran

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Monica Duran

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Abstract

The purpose of this study was to conduct a Participatory Action Research (PAR) project with undergraduate student employees at a large research institution in order to reimagine the career and leadership development programs so that they are responsive to, and supportive of, students who identify as people of color. This would be done using a framework of Yosso's Community Cultural Wealth theory (2005). The participants of this study were five undergraduate student employees who worked within a single department in a division of Student Affairs. The methodology used was Participatory Action Research, which is a methodology in which the researcher works within the community with the goal of achieving positive change, allowing the community members to bring upon the change that works best for them (Bryden-Miller, 1997). The major findings show the value and necessity of redesigning a professional development program through a lens like community cultural wealth. This program could provide a more inclusive environment, mentorship, both on a peer level and from someone in more of a leadership position, a connection with other departments who offer resources, and an opportunity to share student experiences and prepare any of our students who may be interacting with those resources so they feel prepared for the experience. There is so much value in creating opportunities for students to reflect on their journey, on who they are, where they are going, and what they have done to get here.

CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of an institution of higher education is to provide students with an education and prepare them to be contributing members of society (Williamson et al., 1949). However, higher education institutions in the United States were originally created for the purpose of educating wealthy white men (Rudolph, 1991). They were also created without regulatory structures or controlling boards, unlike places like the United Kingdom, that had regulations when they were established (Rudolph, 1991). As such, many of the institutional and systemic challenges experienced by students today, especially students who identify as people of color, can be traced back to these origins.. This research looks at the co-curricular side of higher education, and what institutions can be doing better to prepare students for life after graduation (Baxa, 2017; Gurgol, 2019; Hansen & Hoag, 2018). It is known that colleges are meant to prepare students for life after graduation, that leadership development is one of the biggest areas colleges can contribute to tangible career readiness competencies, and that students all come to college with their own backgrounds and lived experiences (Garriott, 2019; Kniess, 2013). Leadership development programs provide an opportunity for institutions of higher education to capitalize on the experiences and strengths that students bring with them to school. This is particularly true for students who identify as people of color but there are few models that address this. The following sections address (a) how both universities and employers understand the importance of career competency development in higher education; (b) the importance of student leadership development during the undergraduate years; (c) why students of color should have more specialized support to their needs to help combat systemic inequity. A discussion of

these three topics will lay the groundwork for understanding why it is important to reimagine leadership development programs for students who identify as people of color.

First, research demonstrates that while both universities and employers understand the importance of career competency development in higher education, they may conceptualize these competencies differently. Employers seeking newly graduated recruits have expectations of the skills coming from college graduates. There are entire organizations that exist to name and understand these career competencies, such as the National Association of Colleges and Employers (NACE). NACE identified eight different competencies that together make up the idea of career readiness (Jaunarajs & McGarry, 2018). However, there is some question as to whether or not these competencies are developed within career and leadership development programs in colleges and universities. This also brings up the idea that if these competencies are being used, they are not creating unique paths for specific students to access specific career fields. Rather, career and leadership programs tend to view students as a homogenous group and employer needs as identical (Savitz-Romer & Rowan-Kenyon, 2020). This disconnect can also be apparent in structures of university support.

However, some institutions have implemented program change by combining career services offices with leadership development offices, and by developing career readiness programs from the perspective of employers (Hansen & Hoang, 2018; Jaunarajs & McGarry; 2018). Research demonstrates that in order for this type of change to happen, it is important for career services professionals to understand systems of oppression (McMahon, et al., 2008). Career services must develop a social justice mission, and work to understand the impact of systems of oppression and the impact of unaddressed bias in career counseling. According to Arthur and colleagues, the demographics of institutions of higher education are changing and in

response, career services departments must also work to understand their students' strengths and adapt to their students' needs.

Related to the research on career competencies is a body of literature on leadership development. Similar to the development of career readiness infrastructure, traditional leadership development programs often try to fit students into a standard model, not accounting for strengths or values that may differ from what is considered the standard (Northouse, 2019). According to Baxa (2018), the term *leadership* originally described one person at the front, and over time became more about the relationship between the leader and the followers. The definition of leadership has continued to change over time, and now describes a leader's style. These changes in the understanding of leadership as a construct have led to a need for change in student leadership development programs. There is a need for leadership development programs that acknowledge and build on the existing strengths and life experiences of a diverse range of students, as well as acknowledge the systems of oppression that may impede the progress of students, particularly students who identify as people of color.

Finally, it is important to recognize that career and leadership development programs must work to understand and accommodate the experiences of students from minoritized groups. This is important because students who identify as members of several minoritized groups often (a) deal with microaggressions; (b) experience a lack of representation among those they see in power; (c) have negative experiences navigating institutions of higher education (Stebleton & Jehangir, 2019) . Career services and leadership programming for students with intersecting identities need to be reimagined with these factors, as well as the unique and community-based strengths of students of color, in mind. For example, Gurgol (2019) discusses the benefits of having people of color in supervisory and advisory roles. These benefits include the ability to

form authentic relationships with students who are people of color, and bolstering student self-confidence by acting as a role model. According to White (2013) other considerations for reimagining career and leadership programming for students of color include a focus on experiential learning, developing existing forms of social capital, promoting co-curricular learning experiences, and providing access to a mentor.

The current COVID-19 pandemic is highlighting systemic inequality in many areas, including in higher education. Now more than ever, it is irresponsible for anyone working in a field like higher education to neglect issues of inequity. Understanding this context, and the history of exclusion of people of color in higher education, the problem this study addresses is how to support students of color in leadership and career development. With students of color facing challenges related to organizational barriers, and knowing that higher education as an institution was originally created for the education of white men, it is important to study individualized support for students who have been, and continue to be, marginalized on and off campus.

Background and Need

Career Competencies

Diving deeper into the research collected, a robust collection of studies and models discuss career competency development and career preparation (Cruzvergara, Testani, & Smith, 2018; Hansen & Hoang, 2018; Jaunarajs & McGarry, 2018). Within those studies there are well established competencies that articulate both what employers look for in potential employees, and the criteria that colleges should address in order to prepare their students for the job market (Hansen & Hoang, 2018). These eight competencies referenced above include critical thinking, oral/written communication, teamwork/collaboration, mastery of technology, leadership,

professionalism, career management, and intercultural competency (Jaunarajs & McGarry, 2018). Many of these studies specifically highlight how leadership development is attributed to career readiness, as well as how it attributes to the success of students in college (Jaunarajs & McGarry, 2018). There is also literature and sample modeling that discusses the institutional structure on campus that could support intentional development of some of these competencies, specifically around leadership development (Hansen & Hoag, 2018). Campuses are not all structured the same, but they have positions responsible for career development and advising, as well as leadership development and involvement. This literature discusses an opportunity to align these positions or offices of overlapping responsibilities to better resource and support students' learning in this area (Cruzvergara et al., 2019). Aside from aligning departments, suggestions are made in literature to have more centralized and intentional campus-wide support for this effort (Gurgol, 2019). Other than institutional support and intentional measurements, individual advising is another piece that can influence a student's career readiness. There is research that focuses in this area, specifically with how these advisors need to have an understanding of the potential of the students they advise based on their individual attributes (Arthur, Collins, McMahon, & Marshall, 2009). Some of this research has surveyed career services practitioners to self-assess their cultural competencies. Many of the respondents did not feel adequately trained to support the populations they served, and they did not feel they had the resources within their department to receive the training or support necessary (Arthur et al., 2009). This individual, institutional, and systemic approach of career development analysis shows what type of work has been done to support students in this area.

Leadership Development

Related to this, leadership development can be accomplished in various ways at a higher

education institution: through formal and informal mentorships, in and out of the classroom, and through formal employment opportunities as well as informal student organizations (Seemiller, 2016). No matter how the experience comes, the research shows the relationship between this type of involvement and student success (Cheng & Alcántara, 2007). Specifically with student employment there are both expected outcomes- job experience, financial gain; as well as unexpected outcomes like academic achievement (Jehangir et al, 2019). Mentorships and leadership development programs outside of the workplace are linked similarly to job training and academic success (White, 2013). These ideas together show the value that these types of programs can add while undergraduate students are pursuing their degrees, on top of the value after they graduate.

Other studies articulate the needs of underrepresented and marginalized student populations. These studies mention the importance of studying different student populations and identifying interventions of support to increase rates of retention and graduation (Garriott, 2019). It is often mentioned that retention is linked to different factors of a student's experience, such as a feeling of belonging on campus, overcoming institutional barriers possibly related to some of their intersecting identities, representation amongst staff and faculty which may give the impression that success is a possibility and also contribute to the culture of belonging (Stebleton & Jehangir, 2019). In addition to this, interventions such as mentorships can be used to guide and develop students (White, 2013).

Finally, several existing frameworks can be used by careers and leadership development programs wishing to implement change. For example, Preston-Cunningham and colleagues (2016) discuss servant leadership in a program for men who identify as African-Americans. This research connects the value of community to a leadership style that reflects those values and

prioritizes listening, stewardship, and self awareness. Similarly, White (2013) discusses the value of experiential learning and social capital in a mentorship program supporting undergraduate students who identify as African-American males. Looking at the research, the value added in these various examples can all be tied to Yosso's (2005) theory of community cultural wealth as an overarching framework. These three areas of understanding; career readiness support, leadership development, and focus interventions all contribute to knowledge around supporting career readiness for students of color.

Purpose of the Study

The purpose of this thesis project is to conduct a Participatory Action Research (PAR) project with undergraduate student employees at a large research institution in order to reimagine the career and leadership development programs so that they are responsive to, and supportive of, students who identify as people of color. These reimagined programs would help this department better understand how to individualize career and leadership development services. This study may be of interest to others managing student employees or supporting leadership and career development, to be able to learn from the experience of reimagining and developing a program through a methodology grounded in social change.

Research Questions

This action research is guided by the following questions:

- What is the process for student affairs practitioners to address career readiness competencies for undergraduate students of color using a Community Cultural Wealth framework?
- Using a PAR method, how does the framework of CCW allow students to shape a professional development program?

Theoretical Framework/Rationale

Community cultural wealth will be used as a theoretical framework for this thesis. This theory will be used in this thesis because it is used to empower marginalized communities, which supports the ideals of career development. Some of the foundational authors who have contributed to community cultural wealth include Bourdieu and Passeron (1977) whose scholarship claims that social capital exists for those in the upper classes, and is accessible to those in the lower classes through education. A counternarrative is provided by Hill Collins (1986) who expands on and critiques social capital theory through a Black feminist lens. According to Hill Collins the act of self-valuation, rather than allowing society or external definitions of defined worth, allows members of minoritized groups to look within and create their own self value. This model finds worth in the household and in the community of Black women, and uses their outsider assignment in society as an opportunity rather than a detriment.

Adding to this, Solórzano (1997) also challenges Bourdeiu's dominant narrative of cultural wealth and capital by locating strength and important forms of knowledge among minoritized people and within their communities. This progression of thought lays the foundation for Yosso's (2005) community cultural wealth which includes a description of different kinds of social capital common among people from minoritized groups. These include social, linguistic, aspirational, familial, navigational, resistant and cultural capital. In particular, the forms of aspirational, navigational and social forms of cultural wealth will be used to frame the literature that informs this study, as well as the data collection and data analysis process. Taken together, this body of scholarship provides a framework that explains why it is important to value the social and cultural capital of members of minority populations. Within this framework, this thesis will generate a career development program for undergraduate student

employees specifically geared toward supporting students of color.

Limitations of the Study

This study has several limitations including (a) the timing of the study; (b) the sampling procedure and sample size; (c) university funding; (d) researcher bias/subjectivity. The timing of this includes a limitation because we are in the midst of the COVID-19 pandemic, which has impacted a few factors. Our fall semester was fully remote, which limits the amount of time and experiences students can have on campus. It has also placed limitations on training and development opportunities, which will likely take place on platforms such as Zoom. Another limitation can be found in the convenience sample used for this study because not all members of the larger population of this institution will be given an opportunity to participate in this study. In addition to this, the pandemic has dramatically influenced budgetary decisions around hiring and personnel, which has limited the overall student employee population. This may have influenced the results because it involves a majority of students who were already involved in a campus employment program so the baseline of their experience may impact results. Related to this, the small size of the sample means that the results of this study can not be used to illustrate a common experience about the population of students of color as a whole. Finally, the researcher holds a positive bias toward the benefit of student employment in career readiness which may impact the data interpretations process.

Significance of the Study

This field project will be of interest to students, professors, administrators, and student affairs professionals, and other researchers in the field of student development. This thesis will also be of interest to undergraduate students, because the results may help them to better understand their strengths and experiences, to have more confidence as they navigate the

post-grad world. Administrators and student affairs professionals in education may find this research significant because it could provide an equity based framework to analyze and improve various pieces of the undergraduate student experience such as student employment and co-curricular leadership development learning opportunities.

Definition of Terms

Belonging: The human emotional need to be an accepted member of a group. More than just inclusion, or being invited, but to be a part of something where one is truly accepted for everything they are.

First-Generation: Refers to students from families in which their parents did not attend or earn a four year degree.

Imposter Syndrome: When an individual doubts their level of knowledge, skills or accomplishments and is afraid of being exposed as a fraud.

Intersectionality / Intersections / Intersect : The concept of intersectionality refers to overlapping identities such as class, race and gender, that when considered together more reflect an individual's lived experiences.

Latinx: A person of Latin American descent, with the X being used as a gender-inclusive alternative to Latino or Latina.

Marginalized: communities or backgrounds that are excluded from mainstream social, economic, educational and cultural life. Used in this thesis interchangeably with minoritized and underrepresented.

Minoritized: Used as a phrasing instead of minority to emphasize that these communities were forced to the margins outside of their own control. Used in this thesis interchangeably with marginalized and underrepresented.

Othering: When an individual is labeled as not fitting in with the norms of a group; a set of structures that continue feelings of marginalization.

Student Organizations: Student-run, student-led organizations that are officially registered through campus, but are considered autonomous and separate in terms of their operations.

Underrepresented: students who have been traditionally not represented in higher education, which can refer to racial or ethnic minorities, religious, low-income, first general, or other minority populations. Used in this thesis interchangeably with marginalized and minoritized.

CHAPTER II

REVIEW OF THE LITERATURE

Research has shown that leadership development programs in higher education are a benefit to employment outcomes. These programs as a standard tend to benefit students who identify with the majority population. The policy claim for this literature review is that with institutional support and the intentional use of a cultural wealth framework, leadership development programs can be redesigned to benefit students who identify as people of color. The body of scholarship that justifies this claim includes three sets of reasons that demonstrate that: (a) both universities and employers express the importance of career competency development in higher education, (b) college is an important time for student leadership development, and (c) students of color should have more specialized support to their needs to help combat systemic inequity. Cultural wealth theory can be used to frame this body of scholarship. Side by side reasoning is used to connect these reasons because the literature includes different authors, theorists, experts, studies, and statistics. A visual representation of the logic equation is as follows: R_1, R_2, $R_3 \therefore C$ (Machi & McEvoy, 2012, p. 97).

Theoretical Framework

The theory of community cultural wealth is used to frame the scholarship in this literature review. This section includes a brief history of community cultural wealth which includes (a) Bourdieu and Passeron's (1977) description of the social capital of those in the upper and middle classes, (b) the work of Hill Collins (1986) that describes Black feminist thought and the value of Black women to society; (c) the idea of Critical Race Theory (CRT), as discussed by Solórzano (1997); (d) the work of Yosso (2005), describing community cultural wealth. This progression of thought is important because it demonstrates that people from marginalized communities

possess value and social capital specific to their cultural identities. It also provides a counter-narrative to the deficit thinking common among dominant ideologies that position people from minoritized groups as lacking in social capital.

In 1977, Bourdieu and Passeron described social and cultural capital. This scholarship theorized that people from the upper and middle classes have valuable knowledge known as cultural capital. According to this theory, schooling provides access to that knowledge, allowing for social mobility through the acquisition of cultural capital. Those who possess or gain access to this knowledge are more likely to succeed. This theory attempted to explain differences in power according to social capital. This is important because it underscored and justified the thinking that those who were, or remained, a part of the lower classes were meant to be there. It implied that the working class and poor people were deficient in capital and in the will to acquire it. It has also been taken to mean that the role of schools is to remedy this deficit (Yosso, 2005).

Authors in many fields have countered this type of thinking. One of these authors is Hill Collins (1986) who discusses the value that Black women bring to society. Hill Collins describes the significance of self-definition and self-valuation, which replaces externally defined images and stereotypes with internal truths. Hill Collins recognizes oppression as having an interlocking nature related to the intersectionality of multiple marginalized identities, such as being both Black and a woman. Hill Collins redefines Black women's culture by affirming the position they have in their family and in their communities, as well as the strength they demonstrate in the face of systemic oppression. In this work of Black feminist thought, Hill Collins calls Black women outsiders within society, and insists that they add value to society and should be recognized.

Related to Black feminist thought such as this, CRT outlines a framework for recognizing the role of racism and the need to challenge it. Solórzano (1997) described the five tenets of

CRT that name racial injustices and identify their origins. These tenets include (a) the prevalence of racism and the way it intersects with other forms of oppression; (b) the need to challenge the dominant ideology; (c) the need for a commitment to social justice; (d) the value of experiential knowledge; (e) the need for an interdisciplinary perspective (pp 6-7). In the CRT framework, racism is understood as both individual and systemic, as well as conscious and unconscious; all of this compounding the experience of oppression. There is a need to challenge the dominant ideology because critical race theorists argue that this dominant ideology is a cover to ensure those in power stay in power. In addition, a commitment to social justice is important because eliminating racism will make strides towards eliminating other forms of oppression. Related to this, CRT values experiential knowledge because knowing, understanding and retelling stories of community allows us to understand their true importance. Finally, CRT requires an interdisciplinary perspective to better understand how race and racism is present in various industries of society. Both Black feminist thought and CRT discuss the relationship between race and oppression and subordination. Unlike Bordieu and Passeron (1977) these two theories locate strength and important forms of knowledge within marginalized people and communities. This perspective is clearly articulated in Yosso's (2005) articulation of community cultural wealth.

In Yosso's discussion around critical race theory and community cultural wealth, they thoroughly describe all of this background and detail and more, that when brought together builds the totality of the theory of community cultural wealth. Yosso has a model pictured that helps bring together the various pieces of capital that together make up this idea of cultural wealth. This model includes social, linguistic, aspirational, familial, navigational, resistant and cultural capital. This idea brings all of the various pieces of a person's identity and experience

that can be seen as value when understood through this lens. For the purpose of this thesis, the aspirational, navigational and social forms of cultural wealth will be used to frame the scholarship in this literature review, as well as the data collection and data analysis process in later chapters. Aspirational capital refers to seeing one's hopes despite seeing the obstacles; which will be important in developmental conversations because we want to know students' dreams completely unfiltered to help support through any barriers. Navigational capital relates in that it refers to one's ability to navigate around said barriers and pass on that understanding and knowledge to others. Lastly, social capital refers to one's network, which can be considered a standard in career development. However it is important to distinguish Yosso's description of social capital from that of Bourdeiu mentioned previously; those in higher classes or majority populations do not have greater social capital because of their status, rather anyone with a strong support system and community network can have valuable social capital.

In summary, community cultural wealth describes the value that underrepresented individuals bring because of their experiences, rather than despite their experiences. This includes (a) Bourdieu's original concept of social capital; (b) the contributions of Hill Collins (1986), a Black feminist theorist, (c) the CRT framework, as summarized by Solorzano (1997); (d) the work of Yosso (2005) defining community cultural wealth. The following sections review several bodies of scholarship that can be framed by this progression of thought. This is important because taken as a whole, this literature justifies the claim that with institutional support, and the intentional use of a cultural wealth framework, leadership development programs can be redesigned/reimagined to benefit students who identify as people of color.

Existing Research of Career Readiness in Higher Education

Research has shown that both universities and employers express the importance of

career competency development as a part of the higher education experience. This includes (a) research that illustrates the values of the NACE competencies, (b) models of career support infrastructures on college campuses, and (c) research that articulates influence of career advisor philosophy/bias. This is important because this development of career competency and the way it is done is directly linked to a students' understanding of their career potential.

The National Association of Colleges and Employers (NACE) identifies key competencies that address the expectations of employers and can be used by colleges and universities to prepare their students for various careers. The list of competencies include (a) critical thinking/problem solving; (b) oral/written communications; (c) teamwork/collaboration; (d) information technology application; (e) leadership; (f) professionalism/work ethic; (g) career management and (h)intercultural competency. These competencies are discussed throughout the career readiness literature. For example, Jaunarajs and McGarry (2018) discuss the competencies as an introduction to the topic of standardized skills. Hansen and Hoang (2018) discuss them as part of a framework for implementing leadership programs. Gurgol (2019) builds a student development model around assessment of the competencies. Cruzvergara, Testani, and Smith (2018) review and discuss the competencies as a possible model for use in career centers on higher education campuses.

Interestingly, Savitz-Romer and Rowan-Kenyon (2020) discuss a missed connection between universities and employers. According to these authors, employers and universities have different priorities and a different understanding of the competencies identified by NACE. Some of these differences are industry specific. An example given was that the nursing industry values empathy more than other industries (Savitz-Romer & Rowan-Kenyon, 2020). Others may be linked to differences in the type of institution, for example whether they have a liberal arts or

a neoliberalist philosophy. Either way, a disconnect exists and should be further understood. The research by Savitz-Romer and Rowan-Kenyon shows that institutions of higher education must work to better understand the needs of employers. Related to this is a body of literature that describes the modeling of institutional support for career readiness.

Understanding employer interpretations of the NACE competencies is important. Ensuring a structure exists to help students develop those competencies is also important. Cruzvergara, Testani, and Smith (2018) offer a plan for institutions that wish to intentionally implement programs and practices to properly train students in career readiness. These suggestions include building program elements that assess and measure competencies, and although they could be centralized in career services departments, they require collaboration across departments to ensure a well rounded program. In addition to this, Gurgol (2019) recommends centralizing career readiness at universities, and having support from various offices. Centralizing is done by creating institutional policies that are standard for all students as they are hired, onboarded and trained. Support from offices across career services, human resources, and student involvement may ensure these policies and standards are able to be successful across the university. This literature demonstrates existing models and recommendations for reimagining career readiness and leadership programming. These may help students to meet the expectations of employers, rather than university-based expectations that may reflect a different prioritization and understanding of the NACE competencies.

According to the literature, some institutions have already implemented program change, such as the models and recommendations described above. For example, according to Jaunarajs and McGarry (2018) three universities - Ohio University, University of Arizona, and University of Tampa - are working to create better programming. They are doing this by combining career

services offices with leadership development offices in order to capture the expertise of each office, the needs of undergraduate student involvement, and the outcomes sought by employers. Similarly, Hansen and Hoang (2018) share two other models, at University of Illinois and University of Iowa, that showcase programs for developing career readiness competencies as understood from the employer perspective. These programs help the students better understand and translate their work experience to the traits needed in their desired careers. They also allow the employers on campus to understand any gaps that exist within their programs, where they should focus more effort and training.

A final body of research on the topic of career competency is related to the philosophy and bias present in career advisor support. According to McMahon, Arthur and Collins (2008) it is important for career services professionals to understand systems of oppression in order to properly understand and support students who are negatively impacted by them. The authors note that career services began with a social justice mission, looking to bridge the gap between socioeconomic classes and helping to uplift students from minoritized and oppressed groups. Understanding the impact of systems of oppression support is important because it helps career services professionals to fulfill this original mission. Related to this, both McMahon, Arthur and Collins, as well as Arthur, Collins, McMahon and Marshall (2009) discuss the impact of unaddressed bias in career counseling. Examples of this include the selective sharing of career and leadership opportunities, and assumptions related to career and leadership potential that are based on stereotypes and advisor bias. For these reasons, it is important for career services professionals to understand the impact of systems of oppression and to reflect critically on the influence of their own biases. According to Arthur, Collins, McMahon and Marshall, since the demographics of institutions of higher education are changing, it is fitting that the practices and

understanding of career services professionals evolve as well. Those providing career guidance and support should be able to reflect on their own biases, should understand the relationship between their own biases and systems of oppression, and should learn about the backgrounds and cultures of the students they serve in order to adapt to understand their students' strengths and adapt to their students' needs.

In summary, research demonstrates the importance of career readiness preparation in higher education. This includes (a) research that illustrates career competencies sought by employers (b) research that articulates the institutional support needed by higher education campuses (c) and research that claims those individuals guiding students on this journey build a more inclusive philosophy. Taken together, this body of research helps to justify the claim that with institutional support, and the intentional use of a cultural wealth framework, leadership development programs can be redesigned/reimagined to benefit students who identify as people of color.

Student Development/Leadership in Higher Education

Similar to the discussion around career readiness in higher education, research demonstrates that the undergraduate years are an important time for students to develop their leadership capacity. This body of scholarship includes (a) a definition of *leadership*; (b) research that articulates the benefits of leadership development and career services; (c) research that connects social and cultural wealth to student development. This is important because this literature, along with the literature discussed in the section above, helps to justify the claim that with institutional support, and the intentional use of a cultural wealth framework, leadership development programs can be redesigned/reimagined to benefit students who identify as people of color.

To begin the discussion on leadership development, Baxa (2018) describes the evolution of the term *leadership*, which originally described one person at the front, and having followers. As time passed, the definition of leadership became more about the relationship between the leader and the followers. According to Baxa, the definition of leadership continued to change over time, and eventually described a leader's style as well as how a leader influences others. In addition to these definitions, there are various leadership theories that describe types of leaders, their motivations, and their characteristics. For the purposes of this literature review, several of these models are discussed below.

Of the many different types of leadership, several are relevant to the topic of career services and leadership development in higher education. These include transformational leadership, the social change model of leadership, and servant leadership. According to Baxa (2019), transformational leadership is described as relating to long term goals, and focuses on developing relationships that serve a higher purpose. This theory was used in Baxa's study of student employment development, and connects to the idea of career readiness and transferable skills like leadership. This style does attribute some specific traits to the leader; someone who is charismatic, and able to influence others. Similarly, Tugas (2019) conducted a study of student employees using a social change model of leadership. Like transformational leadership, social change highlights the relationship of the leader with others, and moves toward a larger purpose for the betterment of society. Social change leadership is considered less traditional, where the leader doesn't necessarily have followers, but can effectively work toward change. A third type of leadership relevant to career services and leadership programming in higher education is servant leadership. Preston-Cunningham and colleagues (2016) employed servant leadership for the purpose of creating effective learning spaces with Black-identify men. Servant leadership

differs from transformational leadership and the social change model because it defines leadership as a situational role that people step in and out of, creating a shared responsibility for leadership. Overall these studies and models show there are various leadership theories that can be used by institutions of higher education to inform career services and develop leaders. The appropriate leadership theory can be chosen based on a program's desired outcomes, or tailored to the strengths and needs of the students participating.

Related to the definitions and theories of leadership discussed above, the literature on student employment and leadership also includes discussions of retention and success in college. For example, Cheng and Alcántara (2017) investigate student worker experience to understand if there is a benefit to student employment. The results of this study indicate that other than the career skills and the financial gain from working, students who participated in student work experiences were more likely to succeed financially. Jehangir and colleagues (2019) explored student workers who identify as first-generation students, and the results of this study echo Cheng and Alcántara. In addition students workers in this study also enjoyed higher retention rates at their university. In a survey of Black-identifying undergraduate men participating in a mentorship program, White (2013) found that student employment experiences were valuable and beneficial. White's findings indicate that a mentorship program is a beneficial way to support the academic success of students, as well as to develop their leadership capacity outside the classroom. In total, this research illustrates the benefits that students can experience, both in school and after graduating, through student employment or participating in leadership development programming.

Related to this, a final body of research claims that social and cultural wealth theories can be used to support the career services and leadership opportunities afforded to marginalized and

underrepresented students at institutions of higher education. For example, Garriot (2019) recommends the use of social and cultural wealth theories to support student populations identifying as first-generation and from low income backgrounds. White (2013) also refers to social capital as an important piece of a mentorship offering, specifically related to the success of students who identify as Black males. Kneiss (2013), in a phenomenological study on the lived experiences of undergraduate students from underrepresented groups such as students identifying as Black or latinx, also recommends the use of cultural capital. Kneiss identifies a benefit to offering strengths-based programming based on the concept of cultural capital. When taken together, these three studies demonstrate the value of supporting students from minoritized groups through programming based in a social and cultural wealth framework.

In summary, research demonstrates that leadership and student development during higher education is a critical area to focus on in relation to student success during and after college. This includes (a) research that articulates the definition of leadership; (b) research that articulates the value of student leadership and employment experiences during the undergraduate year; (c) research that explains how the concept of social and cultural wealth is a valuable tool for providing career services and leadership programming to students from minoritized groups. Taken together, this body of research helps to justify the claim for this literature review as a whole, that with institutional support, and the intentional use of a cultural wealth framework, leadership development programs can be redesigned/reimagined to benefit students who identify as people of color.

Support for Students of Color

Similar to the research exploring student development and leadership in higher education, there is additional research that demonstrates that students of color may benefit from tailored

support based on their own strengths and experiences. This includes (a) research that explores and defines the student experience for minority and underrepresented students; (b) research that articulates frameworks to support students of color. Both of these bodies of scholarship help to justify the claim that with institutional support, and the intentional use of a cultural wealth framework, leadership development programs can be redesigned/reimagined to benefit students who identify as people of color.

First, in order to understand the experiences of students from minoritized groups, it is important to understand the idea of intersectionality. The concept of intersectionality refers to overlapping identities such as class, race and gender, that when considered together more reflect an individual's lived experiences. The research of Stebleton and Jehangir (2019) demonstrates the importance of understanding the concept of intersectionality. Although the focus of this article is students who are first-generation students, the author mentions the intersectionality of the first-generation identity along with with other identities including *undocumented*, *low-income*, and *students of color*. All of these demographics are underrepresented in higher education and students who identify as members of more than one of these groups may experience different challenges as they navigate their undergraduate experience. Specifically, students who identify as members of several minoritized groups identify common factors that shaped their experiences such as (a) dealing with microaggressions; (b) having environmental impacts such as the demographic makeup of individuals they interact with, or lack of representation they see in those with power and authority, (c) negative experiences navigating institutions of higher education such as additional steps in the admissions process verifying their identity. Career services and leadership programming for students with intersecting identities may benefit from being redesigned with these factors in mind.

Career services and leadership programming for students with intersecting identities may also benefit from being redesigned with the strengths of these students in mind. For example Jehangir and colleagues (2019), who also discuss the idea of intersectionality, identified intersectionality as a motivating factor among students. In this study, students with intersectional identities often supported their families and gave back to their communities. For example, some of the students in this study were bilingual or multilingual abilities, and sought opportunities to support and represent others in their cultural and linguistic communities. Career services supports and leadership training for students such as this might capitalize on these kinds of strengths and commitments.

Related to this, Kniess (2013) and Gurgol (2019) identify additional factors that may be used to reimagine career services and leadership programming for students from minoritized groups. The findings from Kneiss's phenomenological study with students of color highlighted the importance of familial connections and cultural communities on campus, as well as a need for support navigating institutional challenges such as understanding financial aid packages. Gurgol, drawing on her own professional experience and identity as a person of color, discusses the benefits of employing people of color in supervisory and advisory roles in career services departments and within leadership development programs. According to Gurgol, supervisors and advisors who identify as people of color may be able to form authentic connections with students who also identify as people of color. The author claims that when students of color observe others like them in leadership positions, building honest and open connections with students, it may also grow their self-confidence. In sum, this research articulates that each identity a student holds has an impact in how they experience and navigate an institution, the type of support that may be needed, and why it is important to understand and look at the

strengths of that identity.

Related to this, the literature also discusses what support should look like for communities of students who identify as members of one or more minoritized groups. For example, Preston-Cunningham and colleagues (2016) make recommendations for how to create spaces for African-American men to feel comfortable in their school environments. This is particularly important since African-American men, as a group, have a low graduation and retention rate within higher education. Preston-Cunningham and colleagues suggest that career services departments and leadership development programs employ a servant leadership framework, connecting the values of this framework with the identity of these students. Related to this, White (2013) makes recommendations for mentorship programs that support African-American men in institutions of higher education. These suggestions include (a) prioritizing experiential learning; (b) developing existing forms of social capital; (c) encouraging student involvement in co-curricular learning experiences; (d) providing access to a mentor with specific forms of social capital in order to help student access and make use of their own sources of cultural capital. Both of these studies demonstrate how CRT and the concept of community cultural wealth may be employed in the redesigning or reimagining of career services and leadership development programs for students who identify as people of color.

In summary, research demonstrates that students of color may benefit from intentional support in leadership development and career services. This is particularly true of models that take into account existing sources of cultural capital. This body of scholarship includes (a) research that illustrates the experiences of students of color within university systems; (b) research that articulates possible frameworks to implement in order to support these students intentionally. Taken together this body of research, along with the literature reviewed in the

sections above, justifies the claim that with institutional support, and the intentional use of a cultural wealth framework, leadership development programs can be redesigned/reimagined to benefit students who identify as people of color.

Summary

This literature review claims that with institutional support, and the intentional use of a cultural wealth framework, leadership development programs can be redesigned or re-imagined to benefit students who identify as people of color. Evidence that supports this claim includes studies that demonstrate (a) the importance of leadership development in career readiness; (b) the value of student employment on the undergraduate experience; (c) interest in using a framework such as community cultural wealth to support the success of students of color in higher education. This claim and body of evidence addresses how leadership development programs for undergraduate students as a standard do not always account for underrepresented populations, and the importance of taking a multicultural inclusive lens when creating a student development framework for a leadership program. With my thesis, I propose to use Yosso's theory of community cultural wealth as a framework for designing a participatory action research project that allows me to collaborate with students of color at a large public university to reimagine career services and leadership development programming.

CHAPTER III

METHODOLOGY

Traditional leadership development programs within higher education institutions are set up assuming that employers are all looking for the same skills in their applicants across the board, and that students have identical needs in being trained on these set skills. What seems to actually be the case is that a much more individualized approach is necessary. This claim pertains particularly to students who identify as students of color, and that with intentional use of a strengths-based framework such as community cultural wealth, these individuals can learn and develop characteristics needed based on their own capital.

Methodology Summary and Rationale

The methodology I used to address this problem is participatory action research (also known as PAR). Participatory action research is a methodology in which the researcher works within the community with the goal of achieving positive change, allowing the community members to bring upon the change that works best for them (Bryden-Miller, 1997). This methodology was important to use in this case because a principle of community cultural wealth is that individuals best understand their own strengths based on their experiences. If we designed a leadership development program on this framework, it only made sense to trust the design to those students who understand more about their own needs. Warren and Marciano (2018) discuss the value in involving student voice with PAR, and how it can lead to strategy to improve the student experience by better understanding those first hand accounts. PAR also has traditionally been used alongside populations that have traditionally been exploited or oppressed. This population works alongside the researcher to learn and grow in the work together (Bryden-Miller, 1997). This methodology aligns perfectly with the community cultural wealth

framework; since they both believe in the strength and value of community and experiential knowledge. Together, I and my co-researchers have planned programmatic changes to student employee development within a department to better understand the impact of using the described framework of community cultural wealth. Out of this planning process, I will summarize an understanding of the experiences of students creating the program to both allow for an opportunity of growth and development within the participants as well as create a program template that can be shared among administrators and other student affairs professionals.

Research Setting and Participants

Setting

The institution where this research was conducted can be described using the Carnegie classification as a large, four year, majority undergraduate, research institution in an urban environment on the west coast. Within this institution, we focused on one department within the student affairs division. This department has a student employment program with an average of eighty employees, and with leadership development and career readiness outcome expectations.

Participants: Sampling/Recruitment Plan

The sample population was selected from undergraduate student employees within the department, whose ages range between 18 to 24 years. Those students who identify as students of color were given the opportunity to self select if they would like to participate. Anyone who volunteered was given the opportunity to participate, in whatever capacity they were able. Participant recruitment was completed through informal means of communication with our student staff; posted in online newsletters, flyers in break rooms and voluntary information sessions advertised through those mediums. When students shared an interest in the topic they were given opportunities to see the research done thus far, ask questions on the process, and

ensure they felt fully informed and comfortable on any next steps.

Participant Description

An important facet of Participatory Action Research is also the description of the researcher and their relationship to the participants; as it is important to understand the dynamic and integration within the community in order to better analyze the results. My role in relation to the participants is their supervisor at work. This means there is a very obvious power dynamic that is ever present, so intentional work was done to ensure the participants are in a supportive environment. One piece that helps this dynamic is my background. I do identify as a white woman, so the intentional work of uplifting voices and value of students of color was an effort to negate any hidden biases or white superiority. Another valid piece of my background is that I was a student employee in this same department, at the same university; so although I don't identify as a student of color, I can still connect and understand experiences that are described in some way. Below is a chart with the demographic information for the student participants in the study.

Name	**Age**	**Year (in college)**	**Major**	**Racial or Ethnic Identity**
Ashley	19	Sophomore	Political Science (pre-law)	South Asian (Indian)
Fartun	21	Senior	Sociology	Black/Somali
Filson	20	Junior	Media Studies	Black/Somali
Julisa	19	Sophomore	Public Health (pre-med)	Mexican American
Sean	22	Senior (transfer)	English (minor Global Poverty & Practice)	Mixed - White/Filipinx

Some of these students have intersectional marginal identities not shown above, such as being a woman, being a first-generation college student, or coming from a low-income household; these backgrounds and experiences shape the ways they navigate the college campus. Of course, five students within a larger team of sixty; and on a campus of above 25,000 is definitely a small sample size. The hope is that their backgrounds and experiences will be able to somewhat represent other underserved and underrepresented student populations.

Data Collection

The data collection methods for Participatory Action Research included data sources from individual interviews with each of the participants, weekly planning meetings with the whole group, as well as any documents created throughout - agendas, presentations, notes, and other planning documents. Because these are students that had other responsibilities, we did our best to accommodate all availabilities. Initial interviews did use an interview protocol (see appendix A). Our one on one meetings were scheduled on our shared calendars confirming availability. Group meetings were chosen together based on everyone's combined weekly availability. All of this was given voluntarily by the students, and they were able to include any responsibilities or conflict that was important to them. We did agree to keep a weekly meeting time, and if students had conflicts, they did agree it was okay for the meeting to continue without them. They had the opportunity to contribute to the agenda, or share an email before or after the fact to ensure if they had opinions or concerns on the topic that they were able to share them.

In terms of assigning the actual work, students upfront and throughout the process were given opportunities to confirm they were still willing and able to contribute, and were able to discuss the amount of time and specific tasks they were able to accomplish. We would review

topics during meetings, and they would volunteer based on their interests and experience. I would give advice on possible routes to completing the work, but I learned that they often were going to find their own way to make progress in this work.

Participation in meetings was discussed as well. Students had the option to have their camera off or on, and could contribute in the chat if that was their preference. We also agreed to call out / call in, which means if we did notice someone not having the opportunity to contribute, it would not be an issue to ask them if they had anything to say. At the same time, students could opt out of adding to the conversation at any point. As the data was collected it was shared across the participants to allow for a collaborative analysis process. PAR also includes a final stage of shared reflection and summary of the learning (Brydon-Miller, 1997).

Data Analysis

The plan for data analysis included organizing and preparing the data in a shared folder, with audio, video and transcript recordings of any meetings or interviews, reading and reviewing the data, coding the data in order to generate themes, commonalities and gaps, and using a variety of validity procedures to corroborate findings. This included disclosing any personal biases to ensure they do not threaten the validity of the results, checking back in with participants to ensure accuracy in the data being presented, and using multiple data collection methods - observations, interviews and written documents - and using them to confirm the data by finding any conflicts or connections. The data was collected starting with interviews on September 28th, 2020 and culminating with a focus group reflection and summation on November 7th, 2020. As the data is collected, transcriptions and analytic memoing will be used to review and identify themes and begin to summarize findings. At this point, the evidence, organized by theme, was

shared with the participants in order to review and confirm, using the validity methods described above.

Plan for the Protection of Human Subjects

Finally, the plan for the protection of human subjects included intentional engagement with participants and community members by informing subjects of the study procedures in the process of informed consent, and answering any questions they may have before entering into any agreements. Because this study is done as a Participatory Action Research, there is the option for participants to waive confidentiality, which they have chosen to do. The potential risk of participants and community members may involve some psychological impact, so understanding and being prepared with information on the resources available to support in this area. The participants and community members will also be able to discuss and understand the potential benefits, such as their own learning and growth opportunity, as well as building something that can lead to growth and development for other students like them.

CHAPTER IV

RESULTS AND FINDINGS

This Participatory Action Research project explores how to center the voices of students of color in leadership and career development. By using this methodology, working alongside undergraduate student employees who identified as students of color, we began to reimagine the career and leadership development programs they experience so that they are responsive to, and supportive of the needs of students who identify as people of color. The research was designed around two central research questions: What is the process for student affairs practitioners to address professional development competencies for students of color using a Community Cultural Wealth framework? Using a Participatory Action Research method, how does Community Cultural Wealth allow students to shape a professional development program? These research questions came about through this purpose, understanding that current offerings for student employees related to professional development were very traditional; designed based on the needs and backgrounds of the majority population, what may have been previously seen as a more traditional student. The university has had to make shifts to better support underrepresented students (and they still have a ways to go) in how they offer academics, in support services; so it only makes sense to also shift career development offerings.

With participatory action research, we designed together the structure and mechanisms of this research as we went. To begin, we reviewed together the research collected as part of the literature review; giving a baseline understanding of traditional professional development, as well as Community Cultural Wealth theory, and what it means to use that as the theoretical framework. From this point, I was able to conduct one on one interviews with each participant. This gave me the opportunity to learn about their backgrounds, their identities, and what shaped

who they are. At the same time it gave them the opportunity to reflect and connect the dots on the questions I was asking - how their identity and background shaped how they navigate the world, or how it influences their career goals. Once these initial interviews were conducted, we moved onto weekly meetings, to discuss and build what our program would look like based on what the needs of our students are. At the end of the data collection period, we conducted one last focus group, discussing the process and reflecting. Through these various collection points, there were various themes that emerged in regards to what the students were experiencing and what they were looking for. These themes allow us to look at the research questions.

Themes

As mentioned, throughout these discussions, themes arose connected to our research questions and theoretical framework and in a way seemed to evolve as we continued conversations around them. To begin, the first theme that emerged is around professional development and how we can better engage students of color in the process and see this is something for them. The next theme is general navigation of campus resources - connecting that foundational understanding of professional development and expanding into campus engagement and development. We will also dive into the theme of identity and background, how we can better treat our students as individuals to give them the support they need and understand their motivations. This leads into a discussion of inclusion and belonging, which is woven throughout many of the themes, but is so resounding and recurring that it is important to connect it individually back to our research questions. Lastly, an important piece of the data collection related to our research questions is around the PAR process and what that influenced on this topic. These themes are all interconnected and related while still having important distinctions that connect back to the research. The various tenets of Community Cultural Wealth shine

through in each of the themes to help understand the professional development value and strengths within students to guide and lead us to discussion and recommendations.

Understanding Professional Development

Findings around understanding professional development centered around their access to career advisors, their knowledge of career opportunities, and their need for guidance. Students discussed their experiences understanding professional development and preparing for their careers. A starting point that was discussed was the struggle around the consistency and availability of career advisors. There was an overall feeling from the students that because this felt like a limited resource, they were uncomfortable using it. An example Ashley mentioned was that she was aware of some majors, like those in the business school, who are assigned a career advisor along with their academic advisor, to help students connect and understand how their class choices, extracurriculars and work opportunities lead toward their career development. At the same time, Filson mentioned that as a Legal Studies major, there is one career advisor assigned to all students. However, students saw how busy and overwhelmed she was, so it almost felt like a burden to ask for her help.

Outside of advisors housed in academics, the career center on campus does have career advisors available for students. Most of the students I spoke with did say they were unsure of how this worked, whether it was one on one, or if it was even available to them. Ashley mentioned specifically that when they booked an appointment, it was challenging to find a time, and they would have to wait at least a week to meet, which could be challenging depending on a students' schedule and understanding of the process. Overall, the students thought that it would be helpful to be assigned individual career advising and not be responsible for setting up those

conversations, rather having that on the advisor as well and having the structure in place to do it automatically.

Students continued to express this feeling of a lack of information and centralization. Students shared that while they had ideas of what field they were interested in, or the type of work they wanted to do, but they had no idea what jobs even existed. Fartun consistently brought up the point that she wanted direction around what careers are out there; what job titles exist, what are their descriptions and responsibilities and what are the career paths to get to those positions. When she mentioned these ideas, she received nodding heads and snaps as responses from the other students, showing they all felt this would be beneficial. The findings showed a lack of knowledge on what classes are needed or valued for specific careers or to develop certain skills, on what deadlines exist for any applications, programs, offerings . That last major piece that was a constant topic of conversation was around mentorship and the importance and value of it. It seemed that the older students were more aware of the importance than the younger students, but didn't necessarily feel like they had the tools to find a mentor. Mentorship was distinguished from campus career advisors in that they could be someone to guide students through various parts of their lives. They were really looking for the ability to be matched up with a mentor based on their identities so that they could have deeper conversations on experiences in that field based on their identity, or getting to that place and having that baseline of understanding.

Aside from what the University could do in this area, and Student Affairs within the University, we analyzed and discussed what students could do to shape their program. A lot of this began with doing the self reflection of understanding where each of them were at in their own professional development journey. A few of them mentioned that they were learning a lot

through this process, but would not have taken the time to do this work had it not been for this project. If they already felt out of place at the university that imposter syndrome would lead them to also consider not participating in professional development opportunities, especially if they aren't required for graduation. As a part of this reflection, it was brought up by Julisa that she did not really understand for whom professional development was meant for. There were references to navigation here, needing a road map to guide them, where is the road they need to follow. Julisa had an especially vivid metaphor, "It's like I have to build the road while I'm driving on it; somehow there are already potholes in it, but I'm driving, I'm still moving forward." Julisa, and a couple of the others, described examples of these roadblocks as limitations on things like who has access to programs, who gets accepted, who gets recommendations from their professors. This sometimes led to feelings that the selective programs weren't for them. They specifically expressed the sentiment that they didn't feel like they could compete with those with a more privileged background, who likely know a little bit more about the process.

Despite this piece, a part of their reflection was that they were given an opportunity to get to where they are, someone saw something in them and gave them a chance. They wanted to do something with the opportunity they have now, and for someone else to see something in them and continue guiding them through. They didn't necessarily have their parents' help guiding them through admissions or financial aid getting into college; and it would be the same for guiding them into a career. Their parents were often learning alongside them. This led to a feeling of unwritten rules that they would like explained, on what to wear, how to behave, and just where to go. Learning about where they are as students and the journey they are going on, as well as reflecting on what they have discovered along the way will help shape this program for other students like them.

Navigating Campus Resources

The way in which students began to describe how they interacted with the professional development resources above brought out important findings related to those and other campus resources. The students working on this project describe navigating campus as feeling so bureaucratic, "so much," "so big," "so challenging" to understand the resources that are out there and how to navigate them. They continued by wondering why services and resources can be more centralized; especially now when campus is virtual. Some students coming in are new, undecided, and may not have any idea on where to look for support. The findings revealed that although we have created intentional programs and resources to build community, nevertheless they aren't always successful for students of color, and students can be left to build their own communities.

To start, campus has offices that serve all students in regards to navigating campus and professional development. Our career services office is a department that is meant to help students grow and develop, and is definitely analyzed and discussed throughout this research project. Most of the students mentioned that they didn't even think about looking at the career center website, until they were prompted to do so. Once they did, they said it did look like it had a lot of great resources. This could be attributed to the different years of experience, because Fartun as the senior was much more knowledgeable before this project on these resources than some of the others and did have experience with that office. Similarly, orientation is meant to build relationships with students, help them better navigate campus and provide support. However, it did not seem like orientation was successful with the students I spoke with in their goal of building those relationships or sharing those resources. Sean explained that he didn't even attend orientation, because he would have had to find and pay for housing for that week,

and it wasn't something he could afford. Julisa described orientation as "not as helpful as it could have been." She didn't connect with anyone in her group, no one of her background and in her field, so it was hard to build those relationships during that time. At the same time Julisa mentioned that the leaders tended to rush through the resource portions to jump to the social portions, so they didn't really get the guidance they may have needed. Ashley continued with this sentiment, mentioning that her orientation leader was very nice, but they were just a sophomore, so there was no way they had enough experience to give an in-depth understanding of campus.

In contrast, students also discussed various campus offices or resources that are meant to support students and build community. Summer Bridge and Senior Weekend were two programs mentioned that recruit from underrepresented communities. In these programs students were able to meet others like them and have someone they knew would understand them from day one of college. Educational Opportunity Program works with first generation and underrepresented students once they have arrived to help provide resources and support to those students who need it, as long as students know that this office exists. Each student that discussed these offices shared that they didn't seek that program out, but was recruited to participate. They also expressed that they don't know where they would be without it. These are the examples of some of the successful programs, which are curated for underrepresented students, and do the recruitment so the onus isn't on students to find them.

This leads perfectly into student networks and student connections. Senior Weekend, discussed above is a campus-supported program. It is led, however, by a student-run, student-led organization. These student communities work with campus, but tend to have a bit of autonomy in their operations. They are student centered, and separate from the university. It seems to be

how students fill the gaps in networking and development that they aren't getting from campus departments. For this campus, it seems that student organizations and student networks are almost interchangeable. Students tended to use their social networks and friends to find what the best resources are and in what organizations to get involved. They appreciated having that real person who had the experience to tell them if it's really for them. Even if a student organization was outside of their friend network, they felt more comfortable reaching out to them for support. Filson led a very impassioned discussion about student organizations. She specifically discovered a Black pre-law organization and was able to see the amazing work that they have done, the resources they offer, and the network they have built. She stated, "This club needs to exist for Black students." According to them, student organizations feel less "pompous," offering these resources in a more accessible manner. Julisa also mentioned how she was constantly shocked when folks offered to help, she was skeptical due to campus' "cutthroat" reputation. Fartun also described the help of having testimonials from other students, and how that is a great way for students to know what to expect.

Identity and Background

The findings show how in tune students are with their identity and how it is perceived by the world around them. Specifically, findings show the following: students' connections to their family and community and how that has shaped their goals, the challenges they have faced with navigating between two cultures, and how they perceive the world and the world perceives them. Data suggests that student affairs practitioners can support students in professional development by understanding who students are as individuals, how others perceive them, and all of the salient pieces of their identity. As I spoke with my participants on their individual identities and backgrounds, it showed important connections to their professional development journey.

Students joined the project because they identified as students of color; but that is only one piece of who they are. And in their own words, identity is complex, nuanced, intersectional.

The familial relationship as part of their identity was a strong motivator. Students discussed the pressure and the pride of being the first in their family to go to college, of being the child of immigrants, whose parents moved here to get a better life for their children. Seeing the sacrifices their parents made, and the support they were given, even if it was less traditional than what other students may have received, it was valued. The struggles they have faced up to this point being a first generation college student, or having a low income upbringing impacts how they approach their environment. They may have even been seen as a role model in their community. This success and drive often looked at careers their parents would be proud of, that bar of being more successful than they were, or the opportunity to benefit their community or their culture. This commonality was resounding and telling, that each student chose a path to not only improve their lives, but the lives of others.

Because identity is complex, assimilation to the majority culture or representing your culture brought up conflict for students. Julisa brought up a common saying in Latinx culture - "Ni de aqui, ni de alla," which basically means you aren't from here, you aren't from there. This sentiment was shared for different reasons by the students. Sean discussed feeling the conflict as someone who is mixed race, not really looking like either so for those who don't know him, it was a constant explanation. At the same time a student may feel like that is their home, and also that they need that confirmation to feel like they belong.

This intersectional language continuously came up as students spoke. Coming from communities that are more ethnically or racially diverse, gave students tools to learn about different cultures and seeing beyond. They learned not to make assumptions about others. Sean

mentioned that his intersectional identities may not be as salient, so keeping that open mind is a way to connect with students that you may not expect to connect with. It allowed them to make connections and find similarities in students who were from different backgrounds and to expand their network. They also knew there are identities within themselves that others perceive differently so it was important to give people the opportunity to share what their identities are. Fartun for example discussed that she identifies as a Muslim Somali woman, but also recognizes that those who see her may assume or see her as a Black woman. She explained her identity further as,

> "Black, because you know that's how people perceive me, in the American context. They really don't have an understanding of like there's Black Americans, then there's African Americans and within African Americans there's different countries within Africa where people come from."

Sean also discussed this perception. He said because he is mixed, he doesn't look like either Pilipinx or White, his perceived identity is a bit ambiguous, and he is seen more as a person of color rather than someone with his own background. These perceived differences also allow these students to reflect on pieces of their identity that aren't always as salient, like socio-economic status or ability, so they may be more open and inquisitive of others, and they have done work on their own identity development.

Inclusion and Belonging

This next theme that came up was definitely the most challenging (and heartbreaking) to hear. To begin, when discussing their identity, students described feeling "othered" as they navigated through the campus. Understanding these feelings and compensating for them is an important factor to consider. This othered feeling could be followed with further description of

leading to a competitive or comparative nature, which can feel isolating. Lastly, the student's discussed how they saw the campus' approach to diversity, and how that didn't best support their feelings of inclusion and belonging.

To describe the findings around how students felt on campus due to their identity, it is easiest to use their own words. The following are descriptive words that the individuals used on this subject: "felt like a minority," "the only woman," "the only latina," "feeling like an outsider," "used to feeling like an outsider." This lack of belonging could further be shown in some of the students' responses to these feelings. Filson specifically mentioned the importance of success to combat stereotypes, which other students may not have to deal with. Fartun said she knew as a black woman she was seen at "the bottom of the totem pole" and she wasn't going to let that hold her back.

This feeling of not belonging could be seen in the examples students gave where they compared themselves to other students, or felt they were in constant competition. Each student shared how they questioned how they are supposed to compete with students who grew up with privilege. Julisa mentioned that she felt judgement from these students she was comparing herself with when she told them what her major was; with not enough students of color being in stem, or women in general. This is again where students went back to the daunting nature of campus. Specifically the challenge of being at what was described as an academically cutthroat university where you are pitted against classmates, that feeling of competition is ever present.

This othering and this imposter syndrome are not helped by the response they are hearing from campus. The students felt like campus wasn't actively doing anything to improve diversity other than taking photos of students of color and sending emails saying that the university stood in solidarity. The students reported not seeing diversity in their classes. For some of the students

coming to campus was the first time they were in classes with white students and to have white students to be the majority was a drastic transition.

PAR Process

The last set of findings are about the process using participatory action research to develop a professional development program. PAR allowed for a natural opportunity for us to discuss our identities and backgrounds with each other, which allowed for trust in our relationship and the process. PAR was also a consistent reminder to be intentional about students leading and guiding the work, acknowledging any power dynamic and continuously keeping it rearranged. Lastly, the PAR process really highlighted what student engagement looks like, and how we as administrators need to be flexible in meeting the changing needs of our students.

To begin with student affairs practitioners, I think an important piece of the PAR process is that relationship and connection to the students. When we are asking personal questions and learning about what makes them tick, they want to know who you are as a person, what your intentions are with this work, and why you are doing it. The students I spoke with were very understanding of my perspective and identity, and said they felt comfortable through the process which allowed them to be honest. As stated previously, it is important to note that I am their direct supervisor, so there were definitely awkward conversations in the beginning about what it means for them to participate, and how we can address the obvious power dynamic. This is why participatory action research is so valuable.

Throughout the process, it was important that the students led in the design. This definitely led to some challenges for me, having to go at the pace of the students knowing this was not their only commitment and I was on a tight timeline. Their commitment and interest in the subject eventually won out and allowed them to dive into the project in their own way; and

although it wasn't the way that I would have done it, I believe that was entirely the point. We tried from the beginning not to set expectations for assignments, or what the finished product would look like; rather we decided that keeping it open ended allowed for less opportunity of us copying other programs or sticking with what would be traditional and expected. At the same time we had to keep pretty open and flexible because of the COVID-19 pandemic. We didn't know when we would be able to see each other in person, or plan in person trainings, or what different aspects of this program would look like in a virtual versus in person environment. And speaking of the pandemic, that definitely made this process interesting. As mentioned, we were meeting virtually for interviews and planning meetings. Students are also on zoom for classes, for organizations, often in large settings. I began to notice how interaction and engagement was challenging if all students had their cameras off; some of those meetings had me feel like I was talking to myself; whereas even with one student brave enough to have their camera on, engagement would shoot up.

The last piece that I learned through this process wasn't just about the speed and attention in which students paid to the process, but their actual process. I created presentations, shared articles, tried to put together foundations and timelines but I learned they were going to navigate the project in their own ways. They found their own research on the same subjects. They used their friends and social networks to guide them through the process. They even used social media as a way to navigate resources. They used social media to be able to decide whether or not the resource or service looked valuable, or whether it seemed like it is for them. They also looked to TED talks and other speeches online to verse themselves more in the subject. All of this showed the value of this specific process. The closing thought or concern on this program was really around those natural opportunities for students who haven't been on campus, because that is a

major way that student organizations recruit, so what can students do to provide those connections and describe their first hand experiences?

Summary

Grouping the findings within each of these themes shows answers to the research questions posed at the beginning of this study. Question (1) was: What is the process for student affairs practitioners to address professional development competencies for students of color using a Community Cultural Wealth framework? Using the findings, we know that each student is at a different place in their professional development journey, and is looking for guidance and mentorship. We also found that programs that have been developed for students of color allow students to better navigate and experience campus, and those organizations that are student centered or separate from campus are most appealing to students. We learned that students of color and from underrepresented backgrounds feel othered on campus, and do not see a supportive response to those experiences. I specifically learned that the PAR process allows for natural trust building with students, and puts them in a position for their voices to be better heard. Research Question (2) was: Using a Participatory Action Research method, how does Community Cultural Wealth allow students to shape a professional development program? In regards to this question, the findings showed that self reflection and awareness are beneficial to a student's professional development journey, that student networks, testimonials and relationships offer natural opportunities for support and resources. Lastly, students taking part in the PAR process gives them the time and structure to learn and lead an effort, to find their voice and reflect on their professional development venture.

CHAPTER V

DISCUSSION

Re-Statement of the Problem

As stated in the beginning, higher education institutions in the United States were originally created for the purpose of educating wealthy white men (Rudolph, 1991); and this process has shown that this system has put a disadvantage on students of color. As college is meant to prepare students for a life beyond, and to be successful members of society (Rudolph, 1991) we must look to correct these systems so that all students have the same opportunity for success in college and beyond. Specifically, the disadvantages that undergraduate college students of color face related to professional development support need to be addressed with a focused response.

Purpose and Design of the Study

This study looked to understand undergraduate students of color's experiences with professional development; either through leadership development opportunities, employment, or other co-curricular involvement. Specifically we had student employees who identify as students of color study and design a professional development program based on the tenets of community cultural wealth. These tenets include navigational, familial, social, linguistic, resistance, aspirational and cultural capital (Yosso, 2005). The design of Participatory Action Research was meant to work alongside communities who have been marginalized to center their voices, empowering them to be a part of the positive change needed. The helpful part about PAR was that much of the results and findings became entwined with the discussion. As were discussing students' feelings of belonging, understanding their identities, professional development - we were using those experiences to shape the program. Action research gave us the active discussion

piece, understanding what our limitations were, how we would do this differently, what we were not able to cover - either because of time constraints or limitations caused by the pandemic.

Discussion

Out of the findings came five themes that allowed us to be responsive to the research questions. In reviewing these findings and connecting them with the literature we have reviewed and the theoretical framework it definitely allows for the opportunity of discussing solutions to the problem presented. In discussing these findings, it is helpful to consider the first two themes as parallel tracks that students move along in relation to this topic. The first track is professional development. Students of color may be at a different starting point, or have a different understanding or definition of what professional development means to them. It is important to start with that idea to support students appropriately. Navigating campus is the second track, showing what the students experienced and how we could improve that navigation. Now that we have our tracks laid out, the next two themes can be seen across those tracks. The first, identity and background, plays a huge factor in how these students approach their environment, so in answering the research question, this impacts how you support a student's professional development, as well as their experience on campus. The next theme that is important to draw out is inclusion and belonging, which should already be an important piece of student affairs and university priorities, so it is important to apply it to each facet of a students' experience. Lastly, drawing out the experience of doing a participatory action research project allows us to see how this methodology impacted our results.

Understanding Professional Development

A student's professional development journey is closely linked to their identity and background, especially if that identity is seen as a minority. In discussing how Student Affairs

practitioners can address professional development competencies, it became apparent that more intention is needed in creating foundational support in this area. We found that students need more guidance and support than they are being offered. There is a feeling of a lack of resources to support their needs as well as a lack of understanding the job field and opportunities that would lead them there. The results also showed each of them have career goals that look to give back to their community and improve quality of life. Connecting this back to the research conducted during the literature review, this matches the reasons provided that state the value of career competency development, the critical time college plays in leadership development for individuals, and the value of individualized support for students from underrepresented backgrounds. More specifically, within the career competency development, the research shows the value of a career advisor being culturally competent. They should understand the background of the individual they are advising (Arthur, Collins, McMahon & Marshall, 2009). This came out when we were discussing mentorship and guidance, and the need for that person to have similar identities or understand their struggle. Stebleton and Jehangir (2019) discuss reshaping career services and leadership programs with student's intersecting identities in mind to better support them due to these environmental impacts they may experience. This sounds more like the bigger picture recommendation, the work that needs to be done intentionally to allow resources to be used efficiently, especially since students currently feel the lack of resources.

Related to this mentorship piece, White (2013) discussed the value of that social capital that comes through a mentorship program, having that support system for the student. This study did specifically match mentors up based on identity, and called out the value of that. Also related, Preston-Cunningham's (2013) recommendations regarding using a servant leadership framework in career services can relate back to this point. Servant Leadership is about the

connection of a leader to a community and being a steward, which sounds exactly like what these students are looking for. Tugas (2019) discussed a non-traditional version of leadership called social change, which allows folks to step in and out of a leadership position based on the situation, always looking out for the greater good. This matches their career goals, looking to improve their community in the best way that they are able. Making this connection with the students to their motivation and their background was very valuable and eye opening. This could also be seen as the leadership they saw in their home environment, with that sacrifice that their parents made for their successes. The research also discussed the importance of recognizing intersectionality in students to better tailor their support. More specifically related to background, Jehangir and colleagues (2019) found that students with intersectional identities often supported their families and looked to give back to their communities, which matches these findings perfectly.

Connecting this back to Yosso (2005) and the theory of community cultural wealth, we can see various tenets applicable to students' experiences, as well as how we can best support them. Familial capital, resistance capital, aspirational capital and navigational capital can be seen relating to this theme. Familial capital is described by Yosso as the resources students can draw from their extended families and community networks. We can connect this discussion to familial capital because of how students learn their values from their families and how their parents support them throughout their education. The value of identity and background can also be linked to social capital, seeing these strengths and values and building from them. Resistance capital, of feeling like the minority and still showing up, still succeeding past others expectations is something that we should be celebrating, helping these students recognize their accomplishments and see that they do in fact belong where they are. Resistance capital is further

described as how students from minority backgrounds get involved in their communities, and in social justice, which connects to many of their experiences, as well as their goals. Aspirational capital is defined as the ability to have hope for the future regardless of the barriers that a student may need to overcome; so knowing their resilience and recognizing the hope for the future. The aspirational capital is the most apparent throughout, that these students want jobs and careers that are more than paychecks, but that support the greater good. The last piece of CCW that is most apparent (although it isn't the last one that applies) is that navigational capital. This tenet is defined as the ability for students to have the ability to maneuver through educational spaces even when they may feel hostile or unsupportive. Not only were the metaphors relating to roads, and maps ringing through the findings, they were discussed literally as well, sharing their experience navigating admissions and financial aid; learning the process alongside their parents and just hoping for extra support. If we as student affairs professionals recognize that and reinforce those values it can allow for more success. They have these strengths that we need to recognize, applaud and frame back to them when supporting them through their professional development journey.

Navigating Campus

In order to discuss a students ability to understand and use resources on campus regarding professional development, we should also discuss the students' ability to navigate campus overall and take advantage of the resources that we do provide. The findings show how prevalent their identities are as they navigate campus - not only their racial or ethnic identities, but their intersectional identities of being of a low income background, or a first generation college student, or a child of immigrants. Identities are nuanced, how someone is perceived may not be how they self identify. These identities are formed by their backgrounds, their homes and their

families. The findings discuss how their identities have been received on campus. They often felt like the only one in the spaces they navigated, in their orientation group, in their classes, or just walking around campus. They often compared themselves to the other students that they were surrounded by; feeling like an outsider, like they knew they were at the bottom of the totem pole. This often led to a competition mindset. This language and these feelings show the lack of belonging that these students feel. The students also expressed that campus says they are for diversity and supporting underrepresented communities, but they need more than words and photos, they need actions. This is a clear assignment of something we can do to improve their experience. An example of this could be related to Gurgol's (2019) findings, where she discussed the benefits of having people of color in supervisory roles; which speaks to that action students are looking for, that representation and that support from people that look like them and may have similar lived experiences.

They were offered opportunities to participate in programs prior to starting school, to help build community and learn about resources. Along with that, they could participate in orientation, which is offered as a full program to all incoming students. Once on campus there are organizations that exist to offer support services and developmental opportunities for them. Some of these organizations are run by the campus, and others by students themselves. Although these resources are present, the students felt that this university is so large and bureaucratic that it is still challenging to navigate, to understand what is all out there. This challenge was further amplified with the pandemic and the realities of a remote university. The suggestion was that this is as good a time as any to map and centralize our offerings. While we are doing that, we can also look at the experience that students have interacting with these services to see how they can be improved. Jehangir (2019) discusses the experiences that minoritized populations may

encounter in higher education, and gave specific examples of negative experiences navigating the institution, and dealing with microaggressions. My findings confirm Jehangir's findings with the experiences these students had, such as the comments and judgement Julisa felt when telling students her major, or the expectations that Filson felt other students had of her. However, I also found students drew on their community cultural wealth. They used navigational capital to play a role here, with their abilities to find student organizations or make student organizations when the structures provided by campus do not suit their needs. This matches social capital as well, which is defined by Yosso as the social networks students build and utilize to navigate their environments, which could be peers, acquaintances and friends. If we know that students are comfortable using social capital and we can leverage those student organizations to support students. Students build their own communities and use their friends to better understand what parts of campus are beneficial to them since they don't feel that campus as a whole is a welcoming environment. This portion relates more toward Q1, because it should not be on the students at all to create an environment that feels inclusive; rather the environment should be created for them and they should continue to live those values.

PAR Process

Throughout the data collection period, it was clear that if I had not selected to use a Participatory Action Research methodology, my results would have been negatively impacted by my own biases. Learning about the uniqueness of each student, their backgrounds, their motivations and their experiences, and then being able to see how that played into this process of developing this professional development program was incredibly eye opening. Allowing the project to occur on their timeline, take the direction they needed to take it, and use the resources and connections they have built really allowed for this opportunity of understanding what works

and what doesn't. Through this process we have solid ideas of what this program needs to include. And although the program wasn't able to be completed one hundred percent during this thesis period, the learning that was done will not be for nothing. The PAR process overall had an emphasis on centralizing resources, which matched Gurgol's (2019) conclusion of having one central office manage the various pieces of student employment and leadership development. This conclusion came about by Gurgol because she saw the students struggle as they were bounced around from one office to another, and she saw the lack of connection and communication between offices. The students were also able to share the benefits of participating in this project through their employment, which connects with White's (2013) findings regarding student employment and leadership development; which showed the added value of participating in student employment on campus, and the emphasis of competency development within on campus student positions. . They also discussed that having the opportunity to reflect on their motivations and their background was extremely beneficial, because they were able to connect their own experiences to the community cultural wealth framework, which the research shows as a beneficial tool.

Limitations

There were quite a few limitations that impacted this study. The methodology and research really required a small number of participants to allow for the progress of the work, which means this small sample size would not fully reflect the population. In general, PAR and Community Cultural Wealth require understanding individuals, which means the outcomes of this group may not exactly apply somewhere else. Aside from this, student presence and attendance was impacted because of added stressors from the COVID-19 pandemic, the transition of working and learning remotely, the format of meetings and additional formality to

being online, as well as environmental factors due to wildfires and power outages. Participation may have not reached its full potential due to these limitations.

Recommendations for Future Practice and Research

To start with recommendations, it may be helpful to share some of the steps that could have been taken to mitigate some of the limitations. Scheduling large blocks of time on zoom, labeling them as writing retreats, research time, or advising time, where folks would work independently online together, so that if we had questions or ideas they could share them immediately. I also think we could have done more in establishing community agreements, which could have helped with the trust and relationship building. This could have helped with managing situations when students were less participatory, or the awkwardness of having some students on camera and others consistently with their cameras off. It also could allow for a project to go further if student affairs professionals begin with a better job of understanding campus resources and programs that exist rather than relying on the students to do all of that legwork.

This research project analyzed the creation of a professional development program. We did not have time to implement and look at some of the impacts of the different pieces of this program. It would definitely be valuable to survey and understand the students who are attending any workshops or utilizing any resources to understand if they have had a positive experience from them. Going even further than that I would love to start collecting data on careers of student employees to get a better understanding of the correlation between professional development and career opportunities. This is definitely a much larger project. Outside of this, another recommendation would be to forge those relationships with the various departments mentioned by the students - be it career services, orientation, or the student

organization involvement office. For this project, those relationships exist but were not taken full advantage of in a way where we could have shared findings, co-created workshops, or synchronized our resources, but this is still something that we can continue to work towards.

This leads into the best way to extend the findings. This department on campus is just one place where students are employed. If we are able to make those connections, test out the workshops, and share our findings with other departments who have student employees, that could impact other student employment or student involvement programs. Even smaller than that, sharing out the experiences that these students have had with the various programs should be shared, more students should be interviewed, and the departments that put on these programs should be aware of these impacts. Some of these might seem like large changes, reimagining programming and resources, but some of these might just be smaller changes, like having student ambassadors who share their experiences, answer questions and give advice; or even just starting to centralize resources. Overall this research is a very clear step one, and it definitely showed a lot of areas of opportunity and growth for our department and our university as a whole. The goal will be to change the areas I have responsibility over, and impact or influence those areas beyond.

Conclusion

Overall this data collection really shared the value and importance of understanding the journey each student takes - from before they arrive at the university, through their time with us, and preparing them for beyond that time. Each story was unique to the individual, and still we were able to pull out common themes and begin to discuss possible solutions. Across the board we were able to find common misconceptions around professional development, common techniques and experiences of navigating campus, common values related to their background

and upbringing, common experiences in their identities related to their intersecting identities, and common approaches to working on this very project.

When synthesizing the major findings that came out through the themes, the result shows the value and necessity of redesigning a professional development program through a lens like community cultural wealth. This type of program would meet students where they are at, understanding their individual needs as well as their individual strengths and values. This could provide that more inclusive environment that students are looking for, using testimonials from the students that have created or participated in this program to understand that it is for them, and they do belong here. It should also provide that mentorship, both on a peer level and from someone in more of a leadership position, who can help guide the student through the steps that they need to take, and recognize the value for the work they have done thus far. We also need more connection with other departments who offer resources, by sharing student experiences, and preparing any of our students who may be interacting with those resources so they feel prepared for the experience. Creating opportunities for students to reflect on their journey, on who they are, where they are going, and what they have done to get here is something that is easy and valuable. Lastly, recognition is so important; recognizing who a student is, what their strengths are, and celebrating all of that.

In closing, I am very excited to see what comes of this research. I am hoping to see the work that these students have put in thus far turn into something that has a large and positive impact. At the same time I am worried that the large and bureaucratic nature of this campus will delay or negatively impact the results of this project. I am also reflecting on the journey it took to get me to this place. I started my focus on first generation students, but intentionally made a shift to center students of color. What I learned was that with intersectionality, the value of the work

supporting students of color will also support first generation students, so I am hopeful to see what kind of impact this project can have on a large number of students. I would also like to share that although much of the data seemed to sound pretty strongly negative, the students had such positivity and hope radiating as they discussed it, which was inspirational and gave me energy to continue doing this work. This energy will be needed, because this work is not yet done.

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APPENDICES

Appendix A

Introductory Interview

For co-researchers: As a reminder, this interview protocol is what we are developing for our participants. I want us to practice it together to both collect data on our co-researchers, as well as see if these questions should be updated/adjusted in any way to get a better understanding of the folx we are interviewing.

Intro: Thank you for taking the time to meet with me today. As I said before, I am working toward my Master's Degree in Organization and Leadership at the University of San Francisco, and my final thesis is on career development for undergraduate student employees of color. I wanted to focus on this because many of the workshops and programs that have been developed in the past have used a lens serving the majority population, so I am hoping to see what the benefits are specifically for students of color if we create a program from a multicultural perspective. There is a theory called community cultural wealth, that has facets unique to underrepresented populations and the strengths in experience these communities have;

1. To start, can you tell me about where you grew up?
    a. Family structure?
2. How would you describe the community where you grew up? Was there anything particular about home that stood out to you as being important to
3. As much as you are comfortable sharing, can you tell me about pieces of your identity that are important to you, or that influence how you navigate the world?
4. When you came here for school, were you able to find that same feeling of community that you had at home?
    a. [If yes] Where were you able to find it?
    b. [if no] Do you think that has impacted your experience here?
5. What are your career goals?
6. What inspired or influenced those?
    a. Parents jobs?
7. What do you think will get you there?
8. Have you felt any road blocks along the way so far?
9. Have you thought about what you would need to learn or experience in order to reach these goals?
10. What do you imagine would help you with this?
11. What do you look for from your on campus employment in support of these goals?
12. What are your expectations from the university in terms of supporting your career goals?
    a. Do you think so far that they have delivered or will deliver this support?
    b. What is lacking?
13. Is there anything else you would like to share that you think influences this topic?

Appendix B

Consent Form for Adults

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Below is a description of the research procedures and an explanation of your rights as a research participant. You should read this information carefully. If you agree to participate, you will sign in the space provided to indicate that you have read and understand the information on this consent form. You are entitled to and will receive a copy of this form.

You have been asked to participate in a research study entitled "Career Development for Undergraduate Students of Color" conducted by Monica Duran, a Masters student in the Department of Leadership Studies at the University of San Francisco. This faculty supervisor for this study is Professor Seenae Chong, a professor in the Department of Leadership Studies at the University of San Francisco.

WHAT THE STUDY IS ABOUT:
The purpose of this research study is to use a Participatory Action Research (PAR) methodology with undergraduate student employees at the University of Berkeley, California, in order to reimagine the career and leadership development programs so that they are responsive to, and supportive of, students who identify as people of color. These reimagined programs would help the Student Union department at Berkeley better understand how to individualize career and leadership development services. This study may be of interest to others managing student employees or supporting leadership and career development, to be able to learn from the experience of reimagining and developing a program through a methodology grounded in social change.

WHAT WE WILL ASK YOU TO DO:
During this study, we will use research to collectively create the framework of a career development program may include training workshops, advising sessions, and individualized plans. We will be designing each of these components together, so as co-researchers and participants in the research, you will be:

- asked to participate in meetings, interviews, reflection activities, focus group discussions with the other co-researchers, and later with participants when those pieces are developed
- reviewing and analyzing the experiences of these various activities, collecting data from the development of the program

input and opinions will be requested, as well as a commitment to support and analyze any data collection from the individual pieces of this program.

With your permission, we will audiotape and take notes during interviews and meetings. The recording is to accurately record the information you provide, and will be used for transcription purposes only. If you choose

not to be audiotaped, we will take notes instead. If you agree to being audiotaped but feel uncomfortable at any time while recording, we can turn off the recorder at your request. Or if you don't wish to continue, you can stop the study at any time. We may collect documents and other artifacts, such as meeting minutes, meeting agendas, grant reports, PowerPoint presentations, training materials, screenshots of computer-based trainings, and other meeting handouts. These documents will not contain names or personal identifiers.

DURATION AND LOCATION OF THE STUDY:
As we are designing this together, your participation in this study will involve meetings on a regular basis, time spent reviewing and understanding the research, as well as attendance at various workshops and sessions, as decided as a research team. The study will take place over the Fall semester of 2020, and will be conducted remotely as well as on site at the University, as public health guidelines permit.

POTENTIAL RISKS AND DISCOMFORTS:
The risks associated with this study are a loss of your time and the risks associated with regular activities. If you do not want to participate in the study, you will not be mentioned in any documents of the study, and your decision to not participate will not be told to anyone. There is no additional risk to not participating as an employee, it will not impact any evaluation or performance assessment. The work will be considered as part of your position, and should not be outside of the standard scope of your employment. You may choose to withdraw your consent and discontinue your participation at any time during the study without penalty. If you are upset by any of the questions asked, the researcher will refer you to counseling services available publicly or at the university.

BENEFITS:
The benefit of the study is that it may add to the research on the field of higher education and student development. This information, once collected, might be read by higher education administrators, undergraduate students, and student affairs professionals, and could affect future programs. The possible benefits to you of participating in this study are the opportunity for your own learning and development, as well as creating something that could benefit others in your position, or similar student staff positions.

PRIVACY/CONFIDENTIALITY:
You are choosing to waive confidentiality for purposes of this study as a co-researcher.

COMPENSATION/PAYMENT FOR PARTICIPATION:

There is no payment or other form of compensation for your participation in this study.

VOLUNTARY NATURE OF THE STUDY:

Your participation is voluntary and you may refuse to participate without penalty or loss of benefits. Furthermore, you may skip any questions or tasks that make you uncomfortable and may discontinue your participation at any time without penalty or loss of benefits. In addition, the researcher has the right to withdraw you from participation in the study at any time.

OFFER TO ANSWER QUESTIONS:

Please ask any questions you have now. If you have questions later, you should contact the principal

investigator: Monica Duran at 510-847-6397 or meduran2@dons.usfca.edu or the faculty supervisor, Seenae Chong at (408) 421-2085 or srchong@usfca.edu. If you have questions or concerns about your rights as a participant in this study, you may contact the University of San Francisco Institutional Review Board at IRBPHS@usfca.edu.

I HAVE READ THE ABOVE INFORMATION. ANY QUESTIONS I HAVE ASKED HAVE BEEN ANSWERED. I AGREE TO PARTICIPATE IN THIS RESEARCH PROJECT AND I WILL RECEIVE A COPY OF THIS CONSENT FORM.

PARTICIPANT'S SIGNATURE *DATE*

Appendix C

10/16 Agenda

- Check in
  - Embarrassing fashion trends
- This week's progress
  - Draft Program Plan
  - Research Calendar
- Overall with this planning, what is working, what isn't
- Goals and next steps
  - Filson/Fartun - Resource Guide of student organizations that support professional development
    - Monica - LEAD Center input on value/reasoning behind registered organizations
  - Monica - planning for a community cultural wealth
  - Academic Calendar filled in with dates related to different deadlines - Monica to start template
  - Where are the gaps, and what should we be offering - Julisa
  - What do institutions offer who's students have success after graduation related to professional development/career counseling - Fartun
  - What resources are available for students who are undecided - newer to campus or trying to find their place - Sean
    - Example of PASS and their more introductory workshop
- Workshops:
  - Community Cultural Wealth overview
    - Monica
  - Heavy on the uncertainty (post-graduate?)
    - Yes and No; some clubs do address this, but it would be good for us to put it on.
  - Finding the right mentor
    - The workshop we did was good, and we could do it better - more speakers, broader career field
      - Different dates for different fields; or having a panel
      - May depend on speaker availability, logistics and planning
      - Revisit this
  - Alumni panels
    - Student Union specific alumni and alumni in general
  - Wellness, self care, work life balance
    - We should be able to find something in this area through health center
  - Interview Preparation - Offered by Career Center
  - Resume workshops - Offered by Career Center
  - Creating an elevator pitch - Offered Career Center
  - Talking through resources - Having a counselor attend that to talk through
    - Registered student organizations
    - Preparing for sessions - reviewing unwritten rules

Appendix D

Draft Program Plan

Program Components

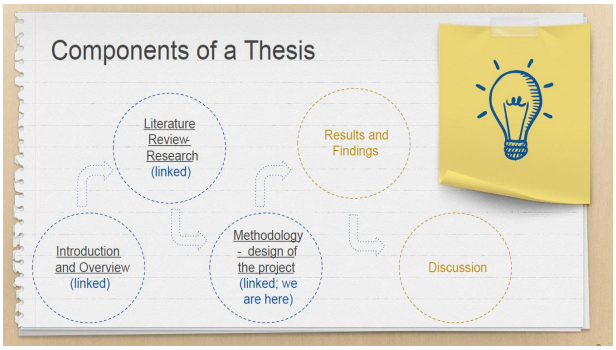
- Intro to the program - Individual
    - Interviews - understanding individual goals, identity
    - Resource Guides
        - Internships
        - Volunteer opportunities
        - Social good
        - Calendars for careers
        - Technical skill development
        - Relationships/Connections
            - Student Organizations
            - Career Center
                - First Gen conference series
            - People and Culture
                - Campus HR - how do they develop staff
            - MET - Management Entrepreneurship & Technology
                - Offer professional development for engineering; there is an application process to be involved
            - Black Pre-Law Association - BPLA
                - Internships; conferences, opportunities, resume building
- Workshops offered throughout the year (Fall - Spring)
    - Community Cultural Wealth overview
        - Offered by Monica - activity based on webinar for students to reflect and discuss their own personal capital
    - Heavy on the uncertainty (post-graduate)
    - Finding the right mentor
    - Alumni panels
    - Wellness, self care, work life balance
    - Interview Preparation
    - Resume workshops
    - Creating an elevator pitch?
    - Talking through resources
        - Having a counselor attend that to talk through
    - Leadership Center
- Mentorship sign ups
    - Identifying and gathering mentors / mentees
        - Making sure to have a variety of identities, experiences

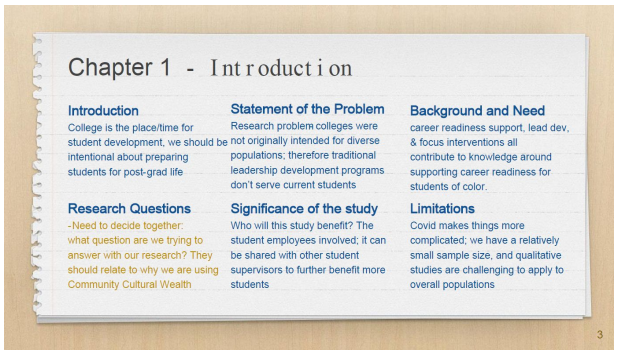
Ideas - are these possible/ do we want to offer them

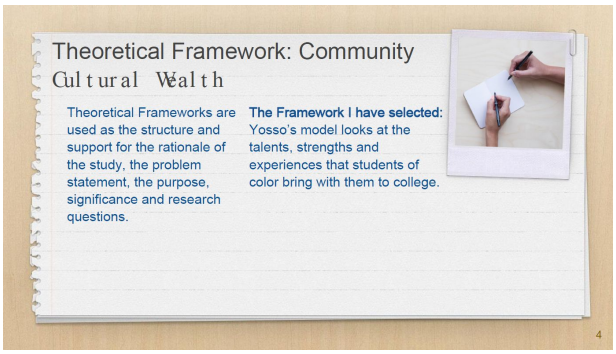
- De-Cal - professional development
- Identity development workshop
- Collaborating with MCC
- Collaborate with Career Center

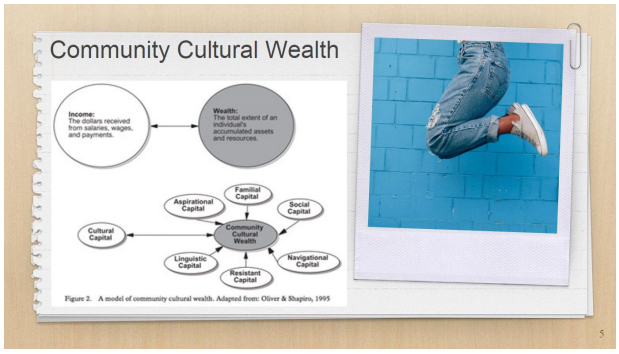
Appendix E


Career Development for Student Employees

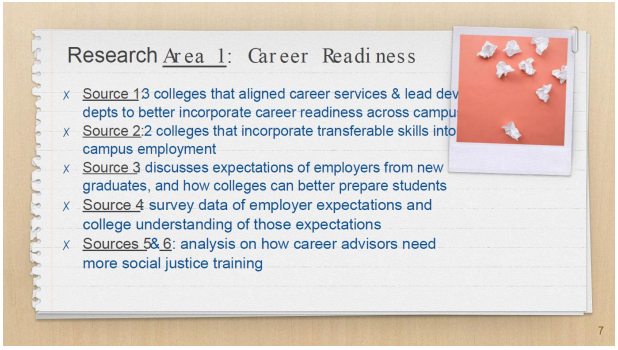

Components of a Thesis
Literature Review- Research (linked)
Results and Findings
Introduction and Overview (linked)
Methodology - design of the project (linked; we are here)
Discussion

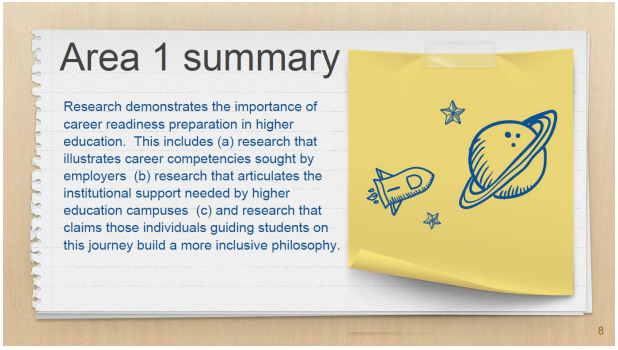

Chapter 1 - Introduction
Introduction
College is the place/time for student development, we should be intentional about preparing students for post-grad life
Statement of the Problem
Research problem colleges were not originally intended for diverse populations; therefore traditional leadership development programs don't serve current students
Background and Need
career readiness support, lead dev, & focus interventions all contribute to knowledge around supporting career readiness for students of color.
Research Questions
-Need to decide together: what question are we trying to answer with our research? They should relate to why we are using Community Cultural Wealth
Significance of the study
Who will this study benefit? The student employees involved; it can be shared with other student supervisors to further benefit more students
Limitations
Covid makes things more complicated; we have a relatively small sample size, and qualitative studies are challenging to apply to overall populations
3


Theoretical Framework: Community Cultural Wealth
Theoretical Frameworks are used as the structure and support for the rationale of the study, the problem statement, the purpose, significance and research questions.
The Framework I have selected: Yosso's model looks at the talents, strengths and experiences that students of color bring with them to college.
4


Community Cultural Wealth
Income: The dollars received from salaries, wages, and payments.
Wealth: The total extent of an individual's accumulated assets and resources.
Aspirational Capital
Familial Capital
Social Capital
Cultural Capital
Community Cultural Wealth
Linguistic Capital
Resistant Capital
Navigational Capital
Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995
5


Literature Review
Here are the summaries and links to the research I've done thus far


Research Area 1: Career Readiness
Source 1 3 colleges that aligned career services & lead dev depts to better incorporate career readiness across campu
Source 2: 2 colleges that incorporate transferable skills into campus employment
Source 3 discusses expectations of employers from new graduates, and how colleges can better prepare students
Source 4 survey data of employer expectations and college understanding of those expectations
Sources 5& 6: analysis on how career advisors need more social justice training
7


Area 1 summary
Research demonstrates the importance of career readiness preparation in higher education. This includes (a) research that illustrates career competencies sought by employers (b) research that articulates the institutional support needed by higher education campuses (c) and research that claims those individuals guiding students on this journey build a more inclusive philosophy.
8

Research Area 2: Student Worker / Student Leader Experience

- Source 1 Case study of a Social Change leadership model implemented into a student employment program
- Source 2: Discusses intentional approach to developing leadership competencies in student employment
- Source 3 case study of a transformative learning framework for rec sports student employees
- Source 4 analysis of student employment at a college and how to better support career readiness
- Sources 5 experiences of student employees and what they see as the benefits of campus employment

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Area 2 summary

research demonstrates that leadership & student dev during higher college is critical to focus on in relation to student success. This includes (a) research that articulates the definition of leadership; (b)the value of student leadership and employment experiences during the undergraduate year; (c)the concept of social and cultural wealth as a tool for providing career services and leadership programming to students from minoritized groups.

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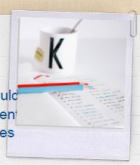
Research Area 3: Marginalized Identity Student Experience

- Source 1 Literature review on additional support that should be provided to first-gen students, spec. in lead development
- Source 2: study on first-gen students and their experiences to better support retention efforts
- Source 3 literature review on cultural wealth and how it can support first-gen students
- Source 4 model of a leadership development program for African American males to increase engagement
- Sources 5 mentorship program for undergraduate Black male students, discussing social capital



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Area 3 summary

Students of color may benefit from intentional support in leadership development and career services. This is particularly true of models that take into account existing sources of cultural capital. This body of scholarship includes (a) research that illustrates the experiences of students of color within university systems; (b) research that articulates possible frameworks to implement in order to support these students intentionally.

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Chapter 3: Methodology

Participatory Action Research (PAR) has a goal of positive social change, and has traditionally been used alongside populations that have traditionally been exploited or oppressed. This population works alongside the researcher to learn and grow in the work together .

This methodology aligns perfectly with the community cultural wealth framework; since they both believe in the strength and value of community and experiential knowledge.

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Next Steps for Methodology

Participants: Number, demographics, sample size

Data Collection: Interviews, observations, surveys

Data Analysis: generate themes

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To Do's

Participants:
- Identify and confirm participation
- Design what participation looks like
- Sign consent forms

Data Collection
- Create interview protocol (Due 9/12)
- Create data collection schedule (Due 9/26)
- Collect Data
- Write Chapter 3 (10/31)

Data Analysis
- Complete data collection (11/21)
- Write up findings, themes
- Draft chapters 4 & 5 (12/5)
- Review findings and discussion

*Note - deadlines are more like guidelines; I have been given leeway based on the type of research we are doing. They are my concern, not yours

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Thanks!

Any questions?

You can find me at:

- moduran@berkeley.edu
- (510) 847-6397

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Credits

Special thanks to all the people who made and released these awesome resources for free:

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